

throughout the school.

Building Safe, Caring, and Trauma-Sensitive Schools Partnership Logic Model

Long-Term Outcomes Short-Term Outcomes Medium-Term Outcomes Partnership Activities and Outputs (student progress toward goals, or (improvements in knowledge & capacity) (observable changes in practice or policy) precursors of progress 4.1.3 Developing Trauma-Sensitive Classrooms District partners and school trauma teams have a better understanding of: Four-session professional development series on evidencebased, trauma-sensitive practices for school trauma teams. · Existing research on trauma and its impacts on students and educators. District partners develop and implement • Training for school trauma teams focused on creating a plan to use REL AP training and supports Available evidence-based practices to trauma-sensitive classrooms and schools. for school staff annually. Coaching for school trauma teams in applying the practices support students and educators introduced in the trainings. Possible supports include: experiencing trauma. School trauma teams implement evidence-based, trauma-sensitive Coaching for school trauma teams to support implementation practices in their interactions with of evidence-based practices introduced in the trainings. School trauma teams have greater students. capacity to: Co-planning with district partners to facilitate a sustainable · Select evidence-based practices. approach to meeting local needs. Support their staff/colleagues with School trauma teams develop a plan for implementing evidence-based practices to support students and supporting the implementation of Key educators experiencing trauma. evidence-based, trauma-sensitive District partners: MCS superintendent, practices throughout their schools. assistant superintendent, director of pupil personnel, supervisor of instruction, personalized learning coach **School trauma teams** provide coaching to educators on trauma, its impacts, and School trauma teams include mental Over time, all educators consistently use health counselors, principals, and evidence-based practices to support evidence-based, trauma-sensitive consistent, schoolwide use of traumapractices in classrooms with fidelity. guidance counselors. Responsible for sensitive practices. identifying and assisting students impacted by trauma and implementing a tier 1 trauma-sensitive program

Contextual Factors

Legislative and executive priorities/mandates | State/local teaching and learning context | Funding allocations | Data availability